DOCUMENT RESUME

ED 170 214 SO 011 668

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TITLE A Factor Analytic Approach to Studying Changes in Student Attitudes Toward Other Nations.
PUB DATE [Apr 79]
NOTE 29p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979); Testing charts in the Appendix may not reproduce clearly in hard copy due to broken print type

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Area Studies; *Changing Attitudes; Cross Cultural Studies; *Cultural Education; Educational Research; Elementary Secondary Education; *Experimental Curriculum; Factor Analysis; Foreign Countries; *Global Approach; Grade 6; Grade 7; Grade 8; Junior High School Students; Research Methodology; Social Science Research; *Social Studies; Statistical Analysis; *Student Attitudes

ABSTRACT

This paper describes a study to explore the impact of experimental social studies materials on student attitudes toward other nations. The experimental materials were developed as part of the Global Studies Project sponsored by the Social Studies Development Center at Indiana University. Designed for the junior high level, the materials focused on basic human phenomena such as food and communication which are parts of all cultures. The hypothesis of the study was that students using the experimental materials would show a change in international attitudes after the experimental period, whereas students in a control group, which did not use the materials, would show no attitude change. For the study 15 junior high classes in six states were each divided into control and experimental groups. All groups received pre- and posttests before and after 15 weeks. The test measured students' attitudes toward 15 nations including Mexico, Canada, India, Ghana, China, and Russia. Extensive factor analysis was performed on the data. Contrary to the hypothesis, students in the experimental groups did not show a change of attitude. This suggests that children's international attitudes are formed before the junior high years. It is recommended that elementary curriculum be changed to incorporate more international studies in earlier grades. (AV)

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A FACTOR ANALYTIC APPROACH TO STUDYING CHANGES IN STUDENT ATTITUDES TOWARD OTHER NATIONS

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SO 011 669

A paper presented at the Annual Meeting of the American Educational Research Association, April, 1979, San Francisco.

A Factor Analytic Approach to Studying Changes in Student Attitudes Toward Other Nations*

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INTRODUCTION

This paper reports the use of factor analytic procedures to explore the impact of materials from the Global Studies Project on the structure of student attitudes toward other nations. The Global Studies Project, sponsored by the Social Studies Development Center at Indiana University, began work in 1974 to construct an alternative to the traditional regional approach used in most world geography or world studies courses on the junior high level. The Global Studies materials focused on basic human phenomena such as food, energy, communication, and family life, concerns which cut across all cultures. The field test of project units during the 1976-77 school year served as the setting for this study.

Factor analysis was employed in seeking to answer the research question of interest: After the treatment, did students show a change in the structure of their perceptions of other nations? The hypothesis pertaining to this question was stated as follows: For the experimental classes, the structure of student perceptions revealed in a factor analysis of the posttest will be different from the factor structure of the pretest, while no such change will be observed in the control classes.

*Findings reported here are part of a study entitled The Effects of a Global Studies Course on the International Attitudes of Junior High School Students (Unpublished dissertation, Indiana University, 1977)

Factor analytic procedures have been used in two earlier studies to explore the international attitudes of students. Neither of these studies, however, had experimental designs. Yebio (1970) used large samples of students in Grades 4, 6, 8 and 9 to analyze several tests designed to measure various aspects of world citizenship. Results from all tests were factor analyzed to explore the underlying dimensions in student responses to various types of items. The factor structures showed the most change between Grades 4 and 6. The sixth grade structure had more factors and was more clearly defined. Relatively little change could be detected in the 8th and 9th grade structures when compared with Grade 6.

The other factor analytic study of international attitudes, and the only previous study focusing on attitudes toward specific nations, was part of the "Other Nations, Other Peoples" Project, reported by Barrows and Jungeblut (1976) and by Pike and Barrows (1976). The study involved a stratified random sample of American students, described by Echternacht (1974). Students in grades four, eight, and twelve completed two instruments designed to assess perceptions of and attitudes toward other nations. One instrument employed a semantic differential technique in which nations served as the stimulus to be rated on bi-polar adjective scales, allowing an analysis using factor analytic techniques. The second instrument asked students to judge the similarity of nations taken two at a time, allowing the use of multi-dimensional scaling techniques to show how nations clustered according to student responses.

Fourth grade responses indicated a "we-they" world view. The United States was set apart in student minds from all other nations. The factor

analysis revealed four factors, labeled "nice," "strong," "not like us," and "size." Among eighth graders, the perceived isolation of the United States no longer existed. Clusters were composed of 1) Japan-China, 2) Mexico-Spain 3) England-U.S.A.-France 4) Egypt-India-Israel, and 5) Russia-East Germany. Five factors emerged from the semantic differential: "good people," "strong country," "good country," "size," and "lack of freedom." Twelfth grade responses were nearly identical to those of the eight grade, both in the five perceived national clusters and in the five factors. "Grade twelve," the authors concluded, "looks distressingly like grade eight -- distressing because we had hoped to find major 'growth' or at least change during this period." (Barrows and Jungeblut, 1976, page 11)

With these few precedents in the literature, the factor analytic study reported here was conceived as one way of measuring the impact of an experimental global studies program.

PROCEDURES OF THE STUDY

The general procedures of this study followed a pretest-posttest treatment-control design. Twenty-one sites participated in the study as pilot classes where the materials were field-tested. A control class in each school was also designated. A pretest of student attitudes toward other nations was given to both pilot classes and control classes. Then, teachers of the pilot classes taught two units of the Global Studies Project, a treatment lasting about fifteen weeks. Finally, posttests using attitude questionnaires were given to all pilot and control classes. Fifteen of the twenty-one sites successfully completed and returned the questionnaires.

Sampling

As with many educational research efforts, randomized sampling procedures were not feasible for this study. The Global Studies Project staff wanted a number of schools in diverse geographical regions to field-test the materials. Through convention presentations, a list of volunteers was compiled from which field test sites were chosen. The fifteen classes successfully completing the questionnaires for this study represented six states: Massachusetts, New Hampshire, Florida, Louisiana, Indiana and Iowa. The regional and grade diversity of this sample is illustrated in Figure 1:

Figure 1: REGIONAL AND GRADE DISTRIBUTION OF EXPERIMENTAL CLASSROOMS

Grade	Northeast	South	Midwest	Totals
6	2	3		5
7	2	1	6	9
8			1	1
TOTALS	4	4	7	15

Pilot teachers were instructed to recruit a control class in their school which matched the pilot class in grade level, ability grouping and approximate size. A follow-up questionnaire about control classes confirmed a fairly close match between pilot and control classes. It also generally confirmed the assumption that a traditional regional approach to studying the world was used with control classes.

Research Hypothesis

The research hypothesis of interest was stated as follows: For the experimental classes, the structure of student perceptions revealed in a factor analysis of the posttest will be different from the factor structure of the pretest, while no such change will be observed in the control classes. It was expected that the global perspective of the materials would prompt students to solidify a personal world view and that this would be reflected in factor analytic dimensions which were clearer after the treatment than before.

Instrumentation

An instrument designed to reveal student attitudes toward other nations was developed for this study. A pilot test provided evidence of a valid and reliable test. Complete details of pilot testing, revision, and validation procedures are described elsewhere. (Smith, 1977)

The resulting instrument contained six stems similar to the following: "I would enjoy visiting people in:". After each stem, fifteen nations

were listed, with a response space for each nation. The fifteen representative nations are listed in Table 1. For each nation, students responded using a nine point response ranging from "Definitely Yes" on the left to "Definitely No" on the right. Responses produced a six-item scale score for each nation. Alpha reliabilities for the fifteen six-item scales ranged from .84 to .89. A copy of the instrument can be seen in the appendix to this paper.

Statistical Analysis

The statistical analysis was based on individual scale scores. A principal components factor analysis using communality estimates in the diagonal was employed. This procedure is called PA2 in the SPSS program. An orthogonal varimax rotation followed, which produced uncorrelated factors and, therefore, provided maximum separation of national clusters. This situation aided the interpretation of the way students perceive other nations.

Four factor analyses using this procedure were completed using half of the individual scale scores chosen at random from the following four data sets: experimental pretests, experimental posttests, control pretests, and control posttests. Then the factor comparison technique entitled "Relate" (Veldman, 1967) was used to compare these four factor analyses. The expectation of the hypothesis was that the factor structures of the experimental pretests and posttests would change, while no differences would be seen in the comparison of the control group's pretest and posttest. The same procedure was then repeated using the other half of the individual scores as a cross validation of the findings.

RESULTS

To test the hypothesis, individual responses to the instrument were factor analyzed using an orthogonal rotation. Analyses were completed on four groups: experimental pretest, experimental posttest, control pretest, and control posttest. In all analyses, students served as the unit of analysis.

After examining the eigenvalues of solutions employing factors ranging in number from two to five, a four-factor solution was chosen as the most appropriate. In addition to a break after the fourth eigenvalue, the four-factor solution was logically interpretable, with each factor representing an identifiable group of nations. The logical clustering of nations can easily be seen in the four analyses shown in Tables 1, 2, 3 and 4.

The four matrices share several common attributes. In all four cases, the four factors captured about 70% of the variance when all fifteen factors of the principal components solution were considered. Communalities dipped below .40 for only a few variables in each case. Mexico had low communalities in all four groups. Several groups of nations clustered together consistently across all four groups:

(1) Ghana -India - Israel - Nigeria - Saudi Arabia

(2) China - Japan

(3) Australia - Canada - England

(4) East Germany - Soviet Union

This left only three nations which changed factors at all across the four analyses: Brazil, Mexico and the Netherlands. Brazil

loaded with the Afro-Asian cluster in three of four cases. The Netherlands joined the English-speaking cluster in three of four cases. Mexico, which had the lowest communalities in three of the four cases, jumped among three clusters but never loaded strongly on any one factor.

All of this left the impression of remarkably stable perceptions across all four response groups. In an attempt to empirically test for a change in structure resulting from the treatment, the Relate procedure in the Ed Stat computer programs (Veldman, 1967) was employed. This procedure compares two factor structures by rotating the second until factor vectors are as close as possible to the first. Then cosines of the angles between vectors are reported, with high numbers indicating close congruence between the first and second factor structure.

The hypothesis predicted change to occur between the experimental pretest and the experimental posttest, with no change occuring between control pretest and control posttest. The cross validation design described earlier was carried out in this test. Random splits were made in the four groups of interest (experimental pretest, experimental posttest, control pretest, and control posttest). When the first experimental pretest sample was compared to the first experimental posttest sample, the cosines displayed in Table 5 (a) resulted. These were then contrasted with cosines in Table 5 (b), which represented control samples.

In comparing the experimental and control groups, cosines were noticeably higher among the control group. This finding led to speculation that the predicted change in perceptual structure among students in experimental classes may have indeed occurred. However, these results did not replicate when the same tests were repeated on

not replicate when the same tests were repeated on sample two of the random split. Cosines found in sample two are displayed in Table 6.

In this sample, the experimental classes appeared to be more stable than the control classes. The minimum number of sample two (152) was slightly smaller than that of sample one (164), but a difference this small should not affect the stability of the factors. The most appropriate conclusion is to reject the hypothesis that perceptual structures change as a result of the treatment in a way not experienced in the control populations. The similarities of factor structures noted earlier when the structures of the four pertinent groups were first described were apparently born out by the cross-validated Relate procedure.

A few additional findings in the factor analyses are worthy of note. The experimental posttest structure was the only one in which the Netherlands clearly loaded on a factor with the other western nations of England, Canada and Australia. The Netherlands was the subject of several case studies in the Global Studies materials, suggesting the possibility that the materials may have been the source of the perceptual clarification. The other two nations which were not consistently linked with a cluster throughout the analysis, Brazil and Mexico, did not receive as much attention in the materials and did not experience that clarification in the experimental posttest seen in the case of the Netherlands. In addition, the experimental posttest structure had the highest set of communalities among the four groups, an indicator of a slightly more stable structure. Thus, while the overall hypothesis of changes in factor structures was rejected, the possibility remains that the treatment produced subtle changes related to a few specific variables. In light of overall evidence, however, thinking about these small changes can not go beyond the stage of speculation.

CONCLUSIONS

In the rejection of the hypothesis, this study contains evidence that student attitudes toward other nations may be firmly set before grade seven. Even early in the school year a clearly interpretable factor structure was revealed in the factor analysis of the fifteen nation variables. This was true for both experimental and control classes. No firm evidence of change in this structure was found at the end of the study.

This seems to indicate that the attitudes of students toward other nations may be well-established before they reach the seventh grade. Pike and Barrows (1976) reported no important changes in the structure of student attitudes between grades eight and twelve, whereas changes were observed between grades four and eight. The period of greatest change has not been pinpointed more than this. Results of the current study indicate that this labile period may come before grade seven. Close attention should be given to grades four, five and six in future studies on international attitudes.

The possibility that student attitudes toward other nations are well-established before grade seven carries some interesting implications for the social studies curriculum. The study of other nations is often reserved for the junior and senior high school years. It is sometimes assumed by curriculum decision-makers that world topics and events are beyond the concerns of elementary students. This study seems to indicate that relatively firm attitudes toward other nations were formed by the student respondents in the elementary years, more than likely using sources other than the formal curriculum of the school.

More attention to the people and problems of other nations may be needed in the elementary years if students are to be reached with this information while their attitudes are still open and flexible. Research on the Family of Man elementary curriculum has shown that curriculum materials can influence student views of other nations. (Mitsakos, 1977) That more such efforts are needed to promote global education in elementary grades is a logical conclusion of this argument.

Related to this, these findings raise questions about the appropriateness of the "expanding horizons" approach to elementary social studies curricula. This approach is based on the notion that a child's understanding of the world begins with the immediate vicinity and gradually extends outward. MacAulay (1966) summarized the curriculum topics that often flow from this philosophy as follows:

Grade 1	Family
Grade 2	Local Community
Grade 3	Contrasting Communities
Grade 4	The State
Grade 5	United States
Grade 6	Western Hemisphere

If students have well-established views about other nations before grade seven, it seems unlikely that information from courses such as those just listed had much influence on those views. Data from Pike and Barrows (1976) indicate that television is the major influence on student views toward other nations. If curriculum decision makers want the school curriculum to have an impact on the formation of student attitudes toward other nations, they should perhaps begin by reconsidering the "expanding horizons" sequence.

Recommendations for Further Research

These general recommendations point specifically to the need for longitudinal studies on the development of student attitudes toward other nations throughout the elementary years. This is an important next step in pinpointing the age of greatest change. The factor analytic results of this study indicated that students in grade seven have already established a stable view of other nations. If this finding is accurate, further studies of elementary students are crucial in understanding when important international attitudes are formed.

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TABLE 1 : VARIMAX ROTATED FACTOR MATRIX FOR EXPERIMENTAL PRETEST RESPONSES

(MINIMUM N = 395)

NATION	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	COMMUNALITY
Australia	.37778	.08049	.53491(AUSTR)	-.02298	.43585
Brazil	.47569	.20907	.55035(BRAZIL)	.10183	.58347
Canada	-.02791	.06839	.64931(CANADA)	.13466	.44520
China	.21467	.88634(CHINA)	.11149	.16952	.87285
East Germany	.22901	.25608	.30541	.42621(E. GER)	.39295
England	.07121	.14423	.57908(ENGLAND)	.22665	.41258
Ghana	.70455(GHANA)	.19446	.05491	.09899	.54702
India	.55955(INDIA)	.39382	.19625	.09158	.51510
Israel	.51757(ISRAEL)	.25978	.30518	.21194	.47342
Japan	.22691	.80511(JAPAN)	.17898	.20894	.77439
Mexico	.26683	.34625(MEXICO)	.34095	-.02420	.30792
Netherlands	.40268(NETH)	.09631	.35912	.18505	.33464
Nigeria	.81310(NIGERIA)	.12955	.07523	.17434	.71396
Saudi Arabia	.71160(SAUDI AR)	.15953	.14976	.25500	.61928
Soviet Union	.27604	.15829	.17011	.67454(SOVIET U)	.58519

TABLE 2 : VARIMAX ROTATED FACTOR MATRIX FOR EXPERIMENTAL POSTTEST RESPONSES

(MINIMUM N = 350)

NATION	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	COMMUNALITY
Australia	.52881(AUSTR)	.38558	.12377	.19638	.48297
Brazil	.45345	.58315(BRAZIL)	.27701	.13786	.64142
Canada	.66269(CANADA)	.16044	.07362	.06615	.47469
China	.09390	.27584	.89708(CHINA)	.15441	.91350
East Germany	.36555	.34102	.20491	.57879(E. GER)	.62690
England	.73085(ENGLAND)	.10379	.09039	.18394	.58691
Ghana	.18897	.75786(GHANA)	.21108	.20186	.69536
India	.23004	.68863(INDIA)	.37253	.07787	.67197
Israel	.33597	.64318(ISRAEL)	.27048	.19625	.63823
Japan	.18200	.27241	.86346(JAPAN)	.16659	.88065
Mexico	.35001	.36412(MEXICO)	.33140	.03240	.36597
Netherlands	.58324(NETH)	.37857	.19027	.25713	.58580
Nigeria	.15893	.80191(NIGERIA)	.19333	.27320	.78033
Saudi Arabia	.27685	.65030(SAUDI AR)	.16247	.34729	.64654
Soviet Union	.26088	.42960	.22055	.53494(SOVIET U)	.53742

TABLE 3 : VARIMAX ROTATED FACTOR MATRIX FOR CONTROL PRETEST RESPONSES

(MINIMUM N = 325)

NATION	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	COMMUNALITY
Australia	.40283	.10095	.41052(AUSTR)	.33798	.45522
Brazil	.57328(BRAZIL)	.09186	.42021	.18558	.54811
Canada	-.00883	.02460	.46414(CANADA)	.11964	.23042
China	.30116	.81711(CHINA)	.14136	.17177	.80785
East Germany	.22384	.18115	.22364	.73036(E. GER)	.66636
England	.16946	.19364	.69542(ENGLAND)	.02033	.55024
Ghana	.59181(GHANA)	.20821	-.01008	.27225	.46781
India	.59275(INDIA)	.30105	.26122	.07937	.51651
Israel	.61410(ISRAEL)	.21942	.18365	.16537	.48633
Japan	.24144	.81849(JAPAN)	.15801	.21579	.79575
Mexico	.35981	.30964	.37441(MEXICO)	-.11806	.37946
Netherlands	.36744	.06146	.39909(NETH)	.35997	.42835
Nigeria	.73021(NIGERIA)	.15442	.05632	.30389	.65257
Saudi Arabia	.61207(SAUDI AR)	.21419	.10593	.29019	.51594
Soviet Union	.31894	.12813	.03671	.57944(SOVIET U)	.45524

TABLE 4 : VARIMAX ROTATED FACTOR MATRIX FOR CONTROL POSTTEST RESPONSES

(MINIMUM N = 324)

NATION	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	COMMUNALITY
Australia	.37686	.42484(AUSTR)	.10253	.30122	.42376
Brazil	.57509(BRAZIL)	.42838	.22726	.14880	.58803
Canada	.03150	.62003(CANADA)	-.01466	.13639	.40425
China	.30232	.07964	.77424(CHINA)	.27230	.77134
East Germany	.25166	.20250	.24513	.55790(E. GER)	.47567
England	.09441	.73603(ENGLAND)	.17938	.03578	.58411
Ghana	.68419(GHANA)	.07830	.14876	.22058	.54504
India	.63756(INDIA)	.16000	.32536	.03983	.53953
Israel	.53352(ISRAEL)	.20867	.26014	.23356	.45041
Japan	.21519	.14008	.83250(JAPAN)	.17062	.78810
Mexico	.35677	.37946(MEXICO)	.24360	-.21399	.37640
Netherlands	.40643	.44665(NETH)	.01755	.33509	.47728
Nigeria	.79119(NIGERIA)	.08419	.11286	.22333	.69569
Saudi Arabia	.63769(SAUDI AR)	.07242	.16517	.37659	.58099
Soviet Union	.27171	.09316	.19529	.72067(SOVIET U)	.64001

TABLE 5 : RELATING FACTOR STRUCTURES IN RANDOM SAMPLE ONE

(MINIMUM N = 164)

(a) Experimental Group

		Pretest Factors			
		1	2	3	4
Posttest Factors	1	.9985	-.0455	-.0263	-.0152
	2	.0578	.8934	.4443	-.0413
	3	.0122	-.3549	.7624	.5411
	4	-.0128	-.2717	.4698	-.8398

(b) Control Group

		Pretest Factors			
		1	2	3	4
Posttest Factors	1	.9995	-.0047	.0280	.0138
	2	.0020	.9953	.0966	-.0028
	3	-.0307	-.0933	.9688	.2275
	4	.0070	-.0247	.2265	-.9737

TABIE 6 : RELATING FACTOR STRUCTURES IN RANDOM SAMPLE TWO

(MINIMUM N = 152)

(a) Experimental Group

		Pretest Factors			
		1	2	3	4
Posttest Factors	1	.9994	-.0307	.0042	.0167
	2	-.0123	-.1555	.9655	.2083
	3	.0282	.9859	.1405	.0862
	4	.0170	.0534	.2190	-.9741

(b) Control Group

		Pretest Factors			
		1	2	3	4
Posttest Factors	1	.9994	-.0051	-.0245	.0253
	2	.0347	.3069	.5538	-.7733
	3	.0053	-.0233	.8169	.5761
	4	-.0057	.9514	-.1587	.2637

APPENDIX

The Instrument Used in the Study

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Directions:

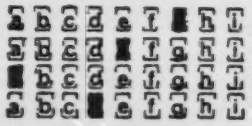
In the six sections on the following pages, a statement is followed by the names of fifteen nations. Read the statement carefully. Then mark how you would answer the statement for each nation.

In marking your answers, it is important that you blacken the space over one letter with a number 2 (dark lead) pencil. If you do not have a number 2 pencil, please ask your teacher for one.

If you wish to answer "Definitely Yes," mark answer (a). If you wish to answer "Definitely No," mark answer (i) on the opposite end. If you are neutral about the nation or if you have never heard of the nation, mark (e) in the middle. You might want to give an answer in between these points. Answer (d) means a weak "yes", (c) means a moderate "yes," and (b) means a stronger "yes." On the other side, answer (f) means a weak "no," (g) means a moderate "no," and (h) means a stronger "no." Study the following example:

I WOULD ENJOY HAVING AS A GUEST IN MY HOME A PERSON FROM:

1) Spain
2) France
3) Chile
4) Egypt



Sally filled in the answers as shown above. This shows that:

1) She gave a moderate "no" for Spain.
2) She is neutral toward or has never heard of France.
3) She gave a "definitely yes" for Chile.
4) She gave a weak "yes" for Egypt.

Now read the list of fifteen nations in the first section of the next page. Are there any in the list that you are sure you have never heard of? If so, copy the names of these in the blank below.

_____

Remember that these should be marked neutral (e) each time. Nations you know can also be marked neutral (e). The same fifteen nations are listed in each section, but they appear in different orders.

At the top of each page under CODE 1, NUMBER 1, fill in (0) if you are a boy and (1) if you are a girl. Do not put your name on the papers. We are interested only in your honest answers. This questionnaire will not affect your grade.

Do not staple or fold the pages or put any extra marks on them. Make sure you have two different pages before beginning. If you have trouble reading any words, ask your teacher for help. Give careful attention to each page. Check to make sure you have one mark for each nation. Turn your booklets over when finished.

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CODE 1 | CODE 2 | CODE 3 | CODE 4

SD – STRONGLY DISAGREE D – DISAGREE U – UNDECIDED A – AGREE SA – STRONGLY AGREE

I WOULD ENJOY VISITING PEOPLE IN:

1) Soviet Union
2) Mexico
3) Netherlands
4) Canada
5) Ghana
6) East Germany
7) Australia
8) Brazil
9) Israel
10) England
11) China
12) India
13) Japan
14) Saudi Arabia
15) Nigeria

DEFINITELY YES | N | DEFINITELY NO

a b c d e f g h i

I WOULD ENJOY HAVING AS A SCHOOL CLASSMATE A PERSON FROM:

16) Saudi Arabia
17) Brazil
18) East Germany
19) India
20) Nigeria
21) Japan
22) Israel
23) Australia
24) Soviet Union
25) Mexico
26) China
27) Ghana
28) Canada
29) Netherlands
30) England

DEFINITELY YES | N | DEFINITELY NO

a b c d e f g h i

I WOULD ENJOY HAVING AS A FAMILY RELATIVE A PERSON FROM:

31) Netherlands
32) China
33) Saudi Arabia
34) Australia
35) India
36) Mexico
37) Israel
38) Nigeria
39) Brazil
40) Japan
41) England
42) Canada
43) Soviet Union
44) Ghana
45) East Germany

DEFINITELY YES | N | DEFINITELY NO

a b c d e f g h i

1.

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CODE 1	CODE 2	CODE 3	CODE 4
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16

SD – STRONGLY DISAGREE D – DISAGREE U – UNDECIDED A – AGREE SA – STRONGLY AGREE

I WOULD ENJOY EXCHANGING LETTERS WITH A PERSON FROM:

DEFINITELY YES — N — DEFINITELY NO

a b c d e f g h i

1) East Germany
2) India
3) Soviet Union
4) Israel
5) Australia
6) Saudi Arabia
7) Mexico
8) England
9) Brazil
10) Netherlands
11) China
12) Nigeria
13) Japan
14) Canada
15) Ghana

I WOULD ENJOY WATCHING A TELEVISION PROGRAM ABOUT PEOPLE IN:

DEFINITELY YES — N — DEFINITELY NO

a b c d e f g h i

16) Australia
17) Mexico
18) Japan
19) India
20) Nigeria
21) Soviet Union
22) England
23) Netherlands
24) Israel
25) Saudi Arabia
26) Ghana
27) China
28) Canada
29) Brazil
30) East Germany

I WOULD ENJOY HAVING AS A CLOSE FRIEND A PERSON FROM:

DEFINITELY YES — N — DEFINITELY NO

a b c d e f g h i

31) Canada
32) Brazil
33) Israel
34) Ghana
35) Japan
36) China
37) Soviet Union
38) Mexico
39) Saudi Arabia
40) England
41) Australia
42) Nigeria
43) Netherlands
44) East Germany
45) India

SD D U A SA

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
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31	32	33	34	35	36	37	38	39	40
41	42	43	44	45					

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